

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

MINUTES OF A REGULAR MEETING
OF THE FACULTY SENATE HELD ON
OCTOBER 11, 1985, IN LISNER HALL
Room 603

- 1 The meeting was called to order by President Elliott
at 2:10 p.m.

Present: President Elliott, Vice President French,
Registrar Grimm, Parliamentarian Schechter,
Altshuler, Birnbaum, Castleberry, Cheh, Della Torre
Claeyssens, East, Eldridge, Griffith, Hill,
Kenney, Levy, Loeser, Pierpont, Rashid,
D. Robinson, L. Robinson, Rycroft, Schiff,
Smith, Solomon, Tolchin, Wallace, Yezer, and
Ziolkowski

Absent: Barron, ~~Della Torre~~, Fox, Greene, Kelly,
Liebowitz, Lovett, Parrish, Schiller and
Singpurwalla

- 2 The minutes of the regular meeting of September 20,
1985, were approved as distributed.

- 3 On behalf of the Executive Committee, Professor
Griffith moved the adoption of Resolution 85/5, "A Reso-
lution to Extend the Special Committee on Senate Self-
Study (Governance)," and the motion was seconded. Pro-
fessor Griffith briefly explained that this resolution
was placed on the agenda at the suggestion of the Self-
Study Committee for the purpose of providing the Commit-
tee with additional time to solicit and review responses
to its Preliminary Report distributed with the agenda
for today's meeting.

Professor Hill, Chair, Senate Self-Study Committee,
said that the Committee was willing to continue in its
present role in order to review reactions to the recom-
mendations contained in the Preliminary Report, as well
as to continue interviews regarding some of its more
specific proposals. He noted that there were at least
five or six items that the Committee was unable to in-
clude in the Preliminary Report because of the pressure
of time, but which would probably be included in its
Final Report, together with formal resolutions.

- 3 Professor Griffith said that he wished at this time to express his personal thanks and the thanks of the Executive Committee for the very hard work the Self-Study Committee put into its Preliminary Report. He said that the Committee did an extraordinarily thorough job of trying to sound out sentiment about the way in which faculty governance operates within the University, and particularly the Senate's role in that regard.

Professor Pierpont said that he felt compelled to point out his disagreement with the view expressed in the Preliminary Report regarding the representation of the Medical Center in the Faculty Senate as being one of "token" membership. In light of what was going on in health care these days and the pressures being exerted against medical faculty, particularly clinical faculty, he thought it extremely important that Medical Center faculty representation in the Faculty Senate be firmly preserved, so as not to lose its "faculty concept."

The question was called, and Resolution 85/5 was unanimously adopted. (Resolution 85/5 is attached; the Preliminary Report was received as distributed with the Agenda.)

- 4 Under Introduction of Resolutions, Professor Hill, Chair, Professional Ethics and Academic Freedom Committee, made the following statement:

The Professional Ethics and Academic Freedom Committee does not see fit at this time to offer a resolution reaffirming academic freedom in the face of possible threats from an off-campus political organization whose avowed intent is to monitor classroom presentations for their political bias. The Professional Ethics and Academic Freedom Committee does, however, urge faculty who may come under pressures to alter their classroom presentations in ways infringing on their academic freedom, to report such pressures to the Senate Executive Committee.

Professor Levy pointed out that there seemed to be some question about regulations and privileges pertaining to "outside" people coming into classes, and he thought some guidance ought to be given to faculty so they would know how to conduct themselves in this event. Professor Hill responded that it was his understanding that these people may indeed be regular or auditing students; however, he said the committee thought that it

- 4 would be a mistake to come forward with a resolution at this time that might have a "chilling" effect on what ought to be the "intellectual combat" that should take place in the classroom.

Professor Griffith then moved a suspension of the rules in order to introduce a resolution to nominate a Special Committee on the Report of the Commission for the Year 2000 for Senate action today. Copies of the resolution were distributed to the Senate. He explained that this resolution was not included on the agenda because the Executive Committee had not concluded its work on this matter until after the agenda was put in the mail. The President asked if there was any objection to suspending the rules in order to take up this resolution. No objections were made, and the President asked Professor Griffith to proceed.

On behalf of the Executive Committee, Professor Griffith moved the adoption of Resolution 85/6, "A Resolution to Establish a Special Committee on Report of the Commission for the Year 2000," and the motion was seconded. Professor Griffith apologized for the Executive Committee's inability to have this resolution on the printed agenda for today's meeting. He said that the proposed Special Committee was part of the following three-pronged response that the Executive Committee was proposing to the Senate with respect to structuring a faculty response to the Report of the Commission for the Year 2000:

1. Nomination of two Senate members for appointment by the President to the Advisory Committee on Implementation of the Report of the Commission for the Year 2000;
 2. Review by Senate Standing Committees of specific recommendations contained in Commission's Report; and
 3. Establishment of Senate Special Committee on Report of Commission for the Year 2000 (Resolution 85/6).
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1. The Senate has been asked by Associate Provost Phelps to nominate two faculty members to the Advisory Committee on Implementation of the Report of the Commission for the Year 2000. The Advisory Committee will act as an interim body

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before a formal planning structure is established; however, the following steps need to be taken now: (a) to begin establishing linkages among academic, budget, facilities development, and student services planning; (b) to begin developing standard data to be used in planning formats, procedures, etc., and (c) to determine which recommendations need further study at this time and by whom-- this will be the task of the Advisory Committee. Vice President French has advised the Senate that a study already has begun on the proposed reorganization of the School of Public and International Affairs. The Executive Committee proposes as the two Senate nominees to serve on the Advisory Committee Professor Lilien F. Robinson, Chair, Educational and Admissions Policy Committee, and Professor Sherwin Greene, Executive Committee.

2. The Executive Committee has requested that Senate Standing Committees look at specific recommendations and aspirations in the context of the whole Report of the Commission for the Year 2000; the Senate committees have been asked to report back to the Senate with any recommendations at the January 17, 1986, meeting. (The list of Assignment of Recommendations and Distinctive Aspirations is attached.)
3. The Executive Committee recommends the establishment of a Senate Special Committee on Report of the Commission for the Year 2000 by Resolution 85/6; the Special Committee's task is: (a) to study the Commission's Report as a whole, looking for omissions, gaps, and possible requirements for new structures or procedures; and (b) to serve as focal point for responses from school faculties responding individually or collectively and to process this information for Senate use. If Resolution 85/6 is approved, the Executive Committee will propose the nomination of eight Senate members, representing each school, for election to the Special Committee, as follows: Professor Mary M. Cheh, Chair (Law), Associate Professor Michael S. Castleberry (SEHD), Professor Edward Della Torre (SEAS), Professor Sherwin Greene (SGBA), Professor Joseph B. Levy (GSAS), Professor Alvin E. Parrish (Medical), Associate Professor Robert W. Rycroft (SPIA) and Professor Ruth A. Wallace (Columbian College).

- 4 Professor Griffith said that if the Senate approves the recommendations of the Executive Committee as outlined, then the Senate, at its January 17th meeting, should be able to take up the Commission's Report in an orderly way based on collected responses from informed studies. The Senate could then debate and decide any resolutions put before it and generally be up-to-date on the planning process, with a view to where the faculty can best play a constructive role of advising and, hopefully, consenting.

Professor David Robinson expressed his concern that the January 17th date was unrealistic in terms of asking for Senate response to the Commission Report. Given the length of the Report itself, and given the Christmas recess and examinations, he said effectively that meant the Senate would have to respond by early December. In response, Professor Griffith said that the Executive Committee thought the Senate ought to have the opportunity to respond as early as possible and if, in January, it has discovered some areas where further study is required, then action could be delayed on those areas. In the meantime, if the Senate desires to strongly endorse or reject certain recommendations, the Executive Committee thought it important that the Senate move fairly rapidly, so as not to let the process get away from it. Professor Tolchin said she did not think the January 17th date was unrealistic because this was not the first time that people have had an opportunity to respond to the Report. She pointed out that each draft of the Commission Report was sent out to the Faculty Senate and to the various groups and schools comprising constituencies.

The question was called, and Resolution 85/6 was adopted. (Resolution 85/6 is attached.)

- 5 (a) On behalf of the Executive Committee, Professor Griffith moved the nomination of Professor Lilien F. Robinson, Chair, Educational and Admissions Policy Committee, and Professor Sherwin Greene, Executive Committee, for appointment by the President to the Advisory Committee for Implementation of the Report of the Commission for the Year 2000. No nominations were made from the floor, and Professors Robinson and Greene were unanimously elected.

- 5 Professor Griffith then asked for a suspension of the rules in order to place in nomination the proposed membership of the Special Committee on the Report of the Commission for the Year 2000, established by Resolution 85/6, just adopted by the Senate under Item No. 4. No objection was made. Professor Griffith, on behalf of the Executive Committee, then moved the nomination of the following Senate members for election to the Special Committee:

- (1) Professor Mary M. Cheh, Chair (Law)
- (2) Assoc. Prof. Michael S. Castleberry (SEHD)
- (3) Professor Edward Della Torre (Engineering)
- (4) Professor Sherwin Greene (SGBA)
- (5) Professor Joseph B. Levy (GSAS)
- (6) Professor Alvin E. Parrish (Medical)
- (7) Assoc. Prof. Robert W. Rycroft (SPIA)
- (8) Professor Ruth A. Wallace (Columbian College)

There were no nominations from the floor, and the entire slate was unanimously elected.

Professor Hill, Chair, Professional Ethics and Academic Freedom Committee, moved the nomination of Assistant Professor Charles C. Shepherd, Jr. (SGBA) for election to the Professional Ethics and Academic Freedom Committee, as a replacement for Professor Robert Park, who resigned. Professor Wallace, Chair, University and Urban Affairs, moved the nomination of Associate Professor Amy Jo Mazur (Education) for election to the University and Urban Affairs Committee, as a replacement for Associate Professor Everlena Holmes, who left the University. No other nominations were made, and the nominees were elected unanimously.

- 5 (b) On behalf of the Executive Committee, Professor Griffith reported on the following matters: (1) an Oversight Committee of the Board of Trustees has been established to consider the AMI proposal to lease the hospital; this Committee was charged with establishing the University's "initial negotiating position," but is not authorized to take any final actions to commit the University without full Board approval; (2) the administration formally accepted Resolution 84/17, with respect to non-tenure-accruing faculty positions, effective January, 1986; (3) the last of four nonconcurrences brought before the Executive Committee has been resolved without further action being necessary; and (4) the Reports of the Hearing Committee and Appeals Panel in the grievance of Dr. Bruce E. Committee have been

- 5 accepted by the Board of Trustees. Professor Griffith then extended the apologies of Professor Greene for his absence today as he was out of the country.

Professor Lilien F. Robinson, Chair, Educational and Admissions Policy Committee, reported that the Committee had concluded its study of the proposal for introducing Latin honor designations for qualified graduating seniors. This study was conducted at the request of the Executive Committee. She pointed out that the Council of Deans and the schools which award undergraduate degrees had also been asked to review and respond to this proposal. After reviewing the responses, she said the Committee unanimously recommended to Vice President French that the following Latin honor designations be approved for inclusion in the University Bulletin:

	(QPI)
<u>Cum laude</u>	3.4 to 3.59
<u>Magna cum laude</u>	3.6 to 3.79
<u>Summa cum laude</u>	3.8 and above

With reference to Professor Robinson's report, Professor Griffith said that if anyone had any objections to the Committee's advising the administration on a matter without first bringing it to the Senate, it could be brought to the floor for Senate action. However, he said the proposal did not appear to be controversial and it did not seem appropriate to delay the matter for formal Senate action. He noted that there was ample precedent for proceeding in this manner.

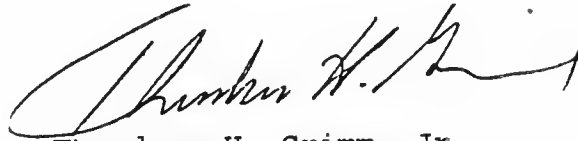
- 6 Under Brief Statements, Professor Griffith reminded members of Parents' Day, October 12th. He also invited the Senate's attention to the University's celebration of "Hispanic Heritage Week" to be held next week.

Professor Yezer commented that in spite of Professor Griffith's lucid explanation of the various committees established to work on the Commission Report, he wondered if it might be possible to include in the minutes some further explanation of the differences between these committees.

Professor Tolchin said that she noted in The Hatchet that Dr. Elliott was serving his 20th year as President of the University. She then moved on behalf of the Senate its official congratulations, and the

6 motion was seconded. Dr. Elliott thanked the Senate members, remarking that it was a "matter of survival."

7 Upon motion made and seconded, the President adjourned the meeting at 2:45 p.m.

A handwritten signature in cursive script, appearing to read "Theodore H. Grimm, Jr.", written in dark ink.

Theodore H. Grimm, Jr.
Secretary

A RESOLUTION TO EXTEND THE SPECIAL COMMITTEE ON SENATE
SELF-STUDY (GOVERNANCE) (85/5)

WHEREAS, The Special Committee has requested an additional
period of time to solicit responses to its Prelimi-
nary Report and to prepare formal resolutions;
NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHING-
TON UNIVERSITY

That the Special Committee on Senate Self-Study
(Governance) established by Senate Resolution 84/9
to report its findings by October, 1985, be con-
tinued to the end of the 1985-86 Senate Session
(April, 1986).

Executive Committee of the Faculty Senate
September 30, 1985

Adopted October 11, 1985

A RESOLUTION TO ESTABLISH A SPECIAL COMMITTEE
ON REPORT OF COMMISSION FOR THE YEAR 2000 (85/6)

WHEREAS, the several standing committees of the Senate have been asked to examine the various recommendations of the Report of the Commission for the Year 2000, but a need will still exist to examine the Report as a whole and to inform the Senate of the response of the faculties of the College and the various schools; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a Special Committee be elected from the membership of the Faculty Senate, to be charged as follows:

- (1) To study and evaluate the Report in its entirety, examining the recommendations as a whole and considering whether other recommendations are needed, and whether particular structures or procedures should be considered to ensure faculty involvement in further developing or implementing the Report; and
- (2) To serve as a vehicle for soliciting informed faculty response from each school; and
- (3) To report on these matters to the Faculty Senate at its meeting of January 17, 1985, incorporating in its report to the extent practicable the responses generated from the faculties of the several schools.

Executive Committee of the Faculty Senate
October 1, 1985

Adopted October 11, 1985

ASSIGNMENT OF RECOMMENDATIONS AND DISTINCTIVE ASPIRATIONS
(COMMISSION FOR THE YEAR 2000)

Recommendation Nos. - Senate Standing Committees:

- (1) Research; Educational and Admissions Policy and Physical Facilities
- (2) Educational and Admissions Policy
- (3) Educational and Admissions Policy
- (4) Educational and Admissions Policy and University and Urban Affairs
- (5) Libraries
- (6) University and Urban Affairs
- (7) Appointment, Salary and Promotion Policies and University Development and Resources
- (8) Appointment, Salary and Promotion Policies
- (9) Student Financial Aid, University and Urban Affairs, and University Development and Resources
- (10) Joint Committee of Faculty and Students, Athletics, and Honors and Academic Convocations
- (11) Research, Physical Facilities and University Development and Resources
- (12) Fiscal Planning and Budgeting

Distinctive Aspirations Nos. - Senate Standing Committees

- (1) Educational and Admissions Policy
- (2) Educational and Admissions Policy and University Development and Resources
- (3) Research and Educational and Admissions Policy
- (4) Research and University Development and Resources
- (5) Research, Educational and Admissions Policy and Administrative Matters as They Affect the Faculty
- (6) Administrative Matters as They Affect the Faculty

COMMISSION FOR THE YEAR 2000

LIST OF MAJOR RECOMMENDATIONS

Building a University of Quality

(1) RECOMMENDATION: The University should establish plans and policies that will enable it to develop into a research institution of the first rank. (p.12); BUILDING A UNIVERSITY OF QUALITY: Building Research Capability.

(2) RECOMMENDATION: The University should review the undergraduate program of general education in the near future. (p.15); BUILDING A UNIVERSITY OF QUALITY: General Education.

(3) RECOMMENDATION: The University should develop a major new program emphasis in the field of communications. (p.18); BUILDING A UNIVERSITY OF QUALITY: Communications.

(4) RECOMMENDATION: The University should take steps to strengthen the position of the performing arts within the liberal arts and to enable the performing arts to play a more important role in the life of the campus. (p.20); BUILDING A UNIVERSITY OF QUALITY: The Performing Arts.

(5) RECOMMENDATION: The University should support the three libraries in their acquisition of the technology needed to provide access to information and material appropriate to a research university of quality and to manage increasingly complex library operations. (p.22); BUILDING A UNIVERSITY OF QUALITY: University Libraries.

(6) RECOMMENDATION: The Division of Continuing Education and Summer Sessions should be reorganized to clarify its role and activities to members of the University community, and to prospective students and interested organizations outside the community; (p.23); BUILDING A UNIVERSITY OF QUALITY: The Division of Continuing Education and Summer Sessions.

(7) RECOMMENDATION: The University should initiate additional steps to support faculty development in research and teaching; (p.25); BUILDING A UNIVERSITY OF QUALITY: Faculty Development.

LIST OF MAJOR RECOMMENDATIONS (Cont'd)
(COMMISSION FOR THE YEAR 2000):

(8) RECOMMENDATION: The University should continue to build faculty morale and take new steps to foster a sense of academic community. (p.25); BUILDING A UNIVERSITY OF QUALITY: Faculty Development.

(9) RECOMMENDATION: The University should provide more financial assistance in the form of loans and scholarships. To help support expanded programs, student financial aid should receive high priority in fund-raising. (p. 26); BUILDING A UNIVERSITY OF QUALITY: Student Financial Aid and Recruitment.

(10) RECOMMENDATION: The University should continue to work with student groups to provide a program of all-University activities that promote the development of a campus community. (p.27); BUILDING A UNIVERSITY OF QUALITY: Student Life.

(11) RECOMMENDATION: At the earliest possible time, the University should provide modern laboratories for teaching in the natural sciences and engineering, and additional facilities to support research and teaching in these areas. (p.28). BUILDING A UNIVERSITY OF QUALITY: Facilities.

(12) RECOMMENDATION: The University should develop a coordinated planning process to support its efforts for significantly greater academic quality and distinction. (p. 31); BUILDING A UNIVERSITY OF QUALITY: University Planning.

RECOMMENDATIONS (Cont'd)
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- (1) RECOMMENDATION: George Washington University should develop an international emphasis in all schools and colleges. (p.35); DISTINCTIVE ASPIRATIONS: International Programs.
- (2) RECOMMENDATION: The University should develop the present School of Public and International Affairs to serve as the cornerstone for the University's diverse programs in international affairs. (p.36); DISTINCTIVE ASPIRATIONS: School of International Affairs.
- (3) RECOMMENDATION: The University should initiate steps that will result in the strengthening of its research capability in the area of government. The University should also make a major effort to offer students in every school and college a unique opportunity to relate their studies to the processes of modern government. (p. 40); DISTINCTIVE ASPIRATIONS: The Study of Government.
- (4) RECOMMENDATION: The University should develop a Center for the Study of Public Policy to aid in developing new research programs, particularly those which emphasize multidisciplinary activities, and to facilitate and strengthen current faculty research. (p.42); DISTINCTIVE ASPIRATIONS: A Center for the Study of Public Policy.
- (5) RECOMMENDATION: Technology must play a greater role in all the University's educational programs, research activities, and administrative operations. (p.45); DISTINCTIVE ASPIRATIONS: Technology.
- (6) RECOMMENDATION: The University should rationalize and substantially expand its use of computer systems for educational and administrative purposes. (p. 48); DISTINCTIVE ASPIRATIONS: The Use of Computers.

Faculty Senate Office
10/85

The George Washington University

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 (84/12)**; amendment to Article X. (84/4)**; amendment
 to Procedures for Implementation of Article X. (84/5)p;
 amendment to Procedures for Implementation of Faculty
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Faculty Senate Office
 August, 1985

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

The Faculty Senate

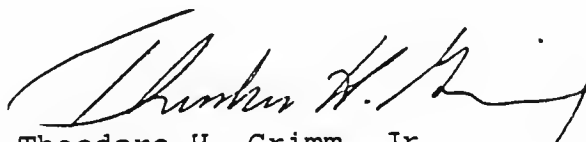
September 30, 1985

The Faculty Senate will meet on Friday, October 11, 1985, at 2:10 p.m., in Lisner Hall 603.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of September 20, 1985
3. Resolutions:

A RESOLUTION TO EXTEND THE SPECIAL COMMITTEE ON SENATE SELF-STUDY(GOVERNANCE) (85/5) with accompanying Special Committee Preliminary Report; Professor William B. Griffith, Chair, Executive Committee (Resolution 85/5 and Preliminary Report attached)
4. Introduction of Resolutions
5. General Business:
 - (a) Nomination for appointment by the President of Professor Lilien F. Robinson, Chair, Educational and Admissions Policy Committee, and Professor Sherwin Greene, Executive Committee, to the Advisory Committee on Implementation of the Report of the Commission for the Year 2000
 - (b) Report of the Executive Committee: Professor William B. Griffith, Chair
6. Brief Statements
7. Adjournment


Theodore H. Grimm, Jr.
Secretary

A RESOLUTION TO EXTEND THE SPECIAL COMMITTEE ON SENATE
SELF-STUDY (GOVERNANCE) (85/5)

WHEREAS, The Special Committee has requested an additional
period of time to solicit responses to its Prelimi-
nary Report and to prepare formal resolutions;
NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHING-
TON UNIVERSITY

That the Special Committee on Senate Self-Study
(Governance) established by Senate Resolution 84/9
to report its findings by October, 1985, be con-
tinued to the end of the 1985-86 Senate Session
(April, 1986).

Executive Committee of the Faculty Senate
September 30, 1985

PRELIMINARY REPORT OF THE SPECIAL COMMITTEE OF THE
FACULTY SENATE TO STUDY THE NATURE AND ROLE OF FACULTY
PARTICIPATION IN UNIVERSITY GOVERNANCE
October, 1985

The Faculty Senate on October 12, 1984, elected this Special Committee and charged it as follows:

- (a) to study the nature and role of faculty participation in University governance;
- (b) to review the activities of the Senate and its standing committees over the past 5-7 years, seeking out a wide range of views on the strengths and weaknesses of the contribution the Senate makes to the University's ability to carry out well its educational mission;
- (c) to look ahead to the chief matters of probable concern in the next decade; and
- (d) to report its findings to the Faculty Senate by October, 1985, along with any recommendations for such changes in structure, focus, or relationships with other bodies, as would strengthen the Senate's capability to contribute effectively to the University community in the years to come.

Since January 1, 1985, the Special Committee has met _____ times, distributed five sets of questionnaires, and interviewed more than 40 faculty and administrators during _____ interview sessions.

Our Committee submits a preliminary report at this time. We ask the Senate to receive this report at its October, 1985, meeting, but to postpone formal consideration of its contents until such time as the Faculty will have opportunity to reflect on, and respond to, our specific recommendations. While these recommendations distill what we believe is an accurate reading of Faculty opinion (derived from interviews and questionnaire-responses), the concrete form which they take in this Report will doubtless invite further comment. If, therefore, the Senate sees fit to extend the life of the Committee beyond its October, 1985, deadline, we will continue to refine our recommendations in the light of Faculty responses until whatever future date the Senate may set for formal consideration.

Summary of Recommendations

We note at the outset that our inquiry has led us to make proposals whose effect on Faculty governance can best be described as "centralizing." These proposals look, for example, toward a Senate Executive Committee, increased in size from five to seven members, that would assume henceforth a major responsibility for directing and implementing the Faculty's consultative role in University planning and budgeting. In keeping with that responsibility, we also foresee the Executive Committee becoming a "committee on priorities" in these areas of planning and budgeting. Moreover, to achieve better coordination of Standing Committee activity, we will recommend that members of the Executive Committee serve as voting liaison-members of the most active of these committees. At the same time, we will propose to relieve the Executive body of some of its routine duties through its appointment of a Permanent Subcommittee on Committees. The latter will also begin at once (if our recommendation is accepted) to study the past and present activities of the less productive Standing Committees with a view to determining whether they should be continued. In the interim, we will recommend that the Senate, while retaining the consultative jurisdictions specified in the names of its Standing Committees, not be obliged to activate (some of) these Committees in a given year. To complement the proposed enlargement of the Executive Committee and to give recognition to the growth of some School Faculties, we will also propose that Senate membership be expanded from 26 to 31. Finally, we will recommend for adoption certain procedures by which the Faculty Senate and the Faculty Assembly may carry out its Code-protected right to be consulted in the selection of the next President of the University.

These recommendations, along with others of lesser import, seek changes that we believe will strengthen the Faculty's role in University governance, enhance Faculty participation in University affairs, and prepare the Faculty Senate for the impending change of University presidents.

The Focus of this Report

Although our Committee has studied the "role of Faculty participation in University governance," we do not seek to re-define that role. We conclude that the Faculty Senate will continue to make recommendations to the Administration in all matters of faculty concern, while enlarging the consultative roles allotted to various organs of Faculty governance by the Faculty Code and by the Faculty Organization Plan. We believe that the broad language of these documents leaves ample opportunity for the Senate and the Assembly to expand their consultative functions as the need may arise. We sense no sentiment among the Faculty to re-structure any of the fundamental relationships already defined. (No longer, for example, is there support for putting Faculty members on the Board of Trustees or for admitting students to the Faculty Senate.) In sum, we believe that whatever new objectives the Faculty may devise, the machinery for attaining those objectives is already in place. Nor have we felt it necessary to re-state the Faculty's well-established commitment to using its governance machinery to achieve excellence for the University, improve fringe and other benefits, sustain academic freedom, and safeguard its consultative role in all matters relating to teaching and research.

Our report focuses on the Faculty Senate because of its centrality to the structure of faculty governance, even though the term "governance" spans a range of faculty participation in decision-making that stretches from the contributions of those who serve on Trustees Committees to those who exercise self-governance at departmental level.

Responses to Questionnaires

We start with the Faculty's perceptions of the Senate derived from questionnaires. (See Chart A.) From their responses Faculty appear to perceive a Senate that has succeeded by cooperation rather than confrontation in establishing a fruitful relationship with the Administration. The Senate is seen to have performed especially well in disposing of Faculty grievances and in sustaining academic freedom. Moreover, these perceptions of the Senate's success are informed rather than impressionistic. Chart B in the Appendix shows that a large percentage of the faculty "usually" read the Senate minutes and/or resolutions, and an even larger percentage at least "scan" them.

When Faculty are asked to specify what should be the Senate's primary concern for the future, "faculty development and research" top the list. The primacy given to "research"

undoubtedly reflects the personal priorities of individuals rather than an understanding of the Senate's historic limitations in this area. That the Senate should concern itself more fully with "budget matters" ranks proportionately higher in the priorities of those who have had governance experience (i.e., served on Senate committees), than with members without such experience, who feel the Senate should concentrate on raising salaries. Governance "outsiders" also seem proportionately more concerned with "faculty-administration" relations than do insiders. Both groups show about the same (high) interest-level in appointments and promotions policies.

The Centrality of "Budgetary" Concerns

Although other interesting conclusions may be drawn from the questionnaire responses, the Self-Study Committee early decided that the Faculty's major areas of interest could be summed up as "budgetary." If the questionnaires spoke decisively, they said that the Faculty want more University funds diverted in their direction, and expect the Senate to work to that end. Specifically, Faculty want more money for themselves in the form of higher salaries, for their work in the form of increased research funds, and for their departments in the form of greater allocations for appointments and promotions.

During interviews the Committee repeatedly asked Faculty how, by what means, they felt the Senate could take an effective role in budgetary decision-making. The answers we received showed neither consensus nor optimism. Indeed, the more experienced the interviewee, the more pessimistic the prognosis. At one point in our inquiry, having heard a variety of answers to the question: "Can the Senate have greater impact on budgetary decisions?", we sketched out some of the alternatives:

- yes: if University priorities for spending are transmitted to the Senate for a four or five-year period into the future;
- if the Administration were to recognize the Faculty's legitimate interest in more matters of budgetary import than is now the case; and
- if the Senate can generate its own faculty-oriented priorities for expenditures, and win support for these priorities.

- no: if none of the above comes to pass;
- if Faculty feel they must have a finger in every budget decision; and
- if Faculty are not consulted before budget decisions are made.

Each area of Faculty budgetary concern--whether for salaries, or research, or appointments and promotion--presents different problems.

The size of annual salary increases, as long as such increases continue and as long as the percentage-increase bears a tenable relationship to the University's revenue situation in any given year, seems best left to the Administration to determine. The market conditions that produce salary variations among schools and disciplines make it unreasonable to believe that the Senate, or any organ thereof, can do more than ask for an explanation of the over-all percentage increase from year to year. Moreover, salary matters affecting only one school lie outside the Senate's jurisdiction.* In this light, the mechanism by which the Administration presently consults with the Senate Committee on Appointment, Salary and Promotion Policies respecting the annual percentage-increase appears to be satisfactory. This is not to suggest, however, that the Senate should not seek to enlarge its influence in securing higher salaries.

Although University funding of Faculty research has recently doubled, we detect among the Faculty a much greater demand for support than is currently being provided. During interviews, we tried to elicit suggestions for enlarging the role of the Senate's Standing Committee on Research. One proposal (for which there was modest support) urged that this Committee be allocated a small amount of money for distribution to deserving Faculty. Or alternatively, that the Committee monitor the fund-granting operations of the University Committee on Research. On further discussion, we found neither proposal desirable. Subsequent interviewees made it plain that to have the Senate Committee duplicate the fund-distribution work now being done in a highly-professional and generally equitable way by the University Committee would be just that: duplication. And to have the Senate Committee monitor the University Committee would constitute an unseemly setting of Faculty to watch Faculty.

We heard various assessments of the usefulness of the Senate Committee on Research. Some thought it superfluous as presently charged. Others pointed to the modest incentives it had given to Faculty research. Between the operations of the Office of Sponsored Research (widely-criticized but beyond the Senate's reach) and the widely-accepted operations of the University Committee, the Senate Committee's role has been and remains small. Faculty expectations of this Committee, so often disappointed or scaled down, seem to

* Article III-1-3 of the Faculty Organization Plan restricts the Senate to the consideration of "matters of concern or interest to more than one college, school, or division."

make it a liability to faculty governance.

We cite the doubts we found directed at the Research Committee to illustrate the need for the Senate to undertake a thorough-going review of the functions and purposes of its Standing Committees. (See subsequent recommendations.)

Meanwhile, we urge that the Executive Committee exert its influence at the top of the University structure to increase funding for faculty research. The high priority which the Faculty assign to obtaining funds for research strongly suggests that the Executive Committee should lobby diligently at the time and place where annual budget decisions originate, which is to say, during the summer months--at Rice Hall.

We also urge that the Executive Committee seek to be consulted more fully and in advance of those planning and budgetary decisions which relate to plant and facilities. The Faculty's interest in the University's physical environment, especially as projected changes in that environment may affect the quality of teaching and research, suggests that prior consultation in such matters is appropriate.

To suggest endowing the Executive Committee with primary responsibility for budgetary oversight is to raise the question of what role, if any, the Senate Committee on Fiscal Planning and Budgeting should play in the future. The latter, in the past, has functioned spasmodically. Some members or former members felt that the Fiscal Planning Committee had exerted a perceptible influence on University budget decisions. Others saw it as having generally failed of influence. Our Committee concluded that its performance has been uneven, its position often peripheral, and its effectiveness weakened by the absence of committee members during summer months when major budgetary decisions are made.

The reasons for having the Executive Committee assume the responsibilities of the Fiscal Planning and Budgeting Committee we found persuasive. The Executive Committee has regular, year-round access to those parts of the Administration where budget and planning decisions are made. It has the authority of recognized Faculty leadership. Moreover, the importance which the Faculty attach to budgetary matters dictates that this oversight function be conferred on its most visible and powerful organ. We recommend, therefore, that the Executive Committee assume the functions and responsibilities of the Fiscal Planning and Budgeting Committee, and that the latter be abolished.

In making this recommendation, we envision an enhancement, as well as a shift in function. The Executive Committee,

we believe, should be accorded a wide degree of operational independence in its efforts to gain a larger role for Faculty in the University's budgetary and planning processes. It should, on its own initiative, seek to receive long-term budgetary information on a regular basis, encourage greater openness on the part of the Administration, and, if necessary, boldly represent what it believes to be the Faculty's views on planning and budgetary issues which may arise on short notice.

We learned during interviews with Faculty that although the Administration may believe that it currently imparts sufficient budgetary and planning information to the organs of Faculty consultation, there is a widespread perception that it does not. We sensed among those interviewed a strong feeling that the Senate and its Committees need to be able to gauge more fully the fiscal impact of resolutions they offer. We note, for example, that any responses the Senate may make to the Report of the Commission for the Year 2000 ought to be informed by budgetary implications. Indeed, we often heard expressed the view that the Senate should not pass any resolution-of-recommendation without understanding its budgetary relationship to other Faculty-related objectives. Without "cost labels" or priorities, the Senate has no sense of which objectives might be funded first, second, third, or not at all. Thus, in addition to securing a regular flow of budgetary information, we recommend that the Executive Committee hereafter act as a "committee on priorities," generating a scale of faculty preferences for planning and budgeting.

The additional burdens which our recommendations thus far envision placing on the Executive Committee will, we believe, require enlarging the membership of that Committee. Not only will a larger Executive Committee serve to distribute these new responsibilities more equitably, but the enlargement will also repair a longstanding representational defect. The Executive Committee's present membership of five has had the effect of excluding from representation one, sometimes two, of the major academic divisional units of the University. While some have contended that to increase the size of the Executive Committee may make it unwieldy or create quorum problems, we are not persuaded that a committee of seven would be less wieldy than a committee of five; nor, given the excellent record of past attendance, that a somewhat larger Executive Committee would lack for a quorum of four (now three). We also point out that if our subsequent recommendation to enlarge the membership of the Senate a whole is adopted, a larger Executive Committee will not be disproportionate to the size of the parent body. Finally, because we will also recommend much closer ties between members of the Executive Committee and the major Standing Committees, we recur to the need to distribute more

equitably the burdens of such liaison among a larger committee membership.

In light of the foregoing, therefore, we recommend that the Executive Committee be enlarged to a membership of seven persons who shall, by the already-established procedures for nomination and election, represent the Columbian College of Arts and Sciences, the National Law Center, the School of Education and Human Development, the School of Engineering and Applied Science, the School of Medicine and Health Sciences, and the School of Government and Business Administration; and that the seventh seat alternate annually between Senate representatives of the School of Public and International Affairs, and the Graduate School of Arts and Sciences; further, that a quorum consist of four members.

The desirability of developing a fuller flow of information between the Executive Committee and various Standing Committees would appear to be self-evident. Too often the Executive Committee learns of the activities of Standing Committees at an advanced stage of their discussion. For the Executive Committee to guide, coordinate, and prevent overlap, it needs to know on a more continuing basis what is transpiring at the Committee level. We considered briefly proposing that members of the Executive Committee be designated to chair the most active Standing Committees. On further consideration, however, we concluded that such "double-duty" would impose an excessive burden. Believing that a voting ex officio relationship will suffice to promote the necessary flow of information, we recommend that members of the Executive Committee, except the Chairman, serve as ex officio and voting members of those Standing Committees of the Faculty Senate which have produced the greatest number of draft resolutions over the past ten years: to wit, the Committees on Educational Policy; Appointment, Salary and Promotion Policies; Professional Ethics and Academic Freedom; Administrative Matters as They Affect the Faculty; and the Joint Committee of Faculty and Students; and as ex officio and voting members of such other Standing Committees as the Executive Committee may deem appropriate. (See Chart C.)

Also to facilitate better communication and greater continuity within the governance structure, we urge that Senate Resolution 77/2 be superseded. This resolution calls on outgoing chairs of Senate Committees "to convey the 'live' records and correspondence of their committees to their successors." This conveyance has apparently occurred so rarely as to suggest that the Faculty Senate Office ought rather to be charged with collecting the records and correspondence of outgoing chairs and seeing to it that such materials are placed in the hands of their successors. We recommend, therefore, that the Coordinator of

Senate Activities secure routinely from all outgoing chairmen of Senate Standing Committees such records and correspondence as may be appropriate to convey to the successor chairmen, and to convey these documents thereto as soon as copies have been reproduced for storage in the permanent files of the Faculty Senate Office.

Senate Standing Committees:

Many whom we interviewed felt that we should address some of the shortcomings in the Senate's committee system. As the interview process went forward, we found ourselves trying to elicit answers to the following questions:

Does the Senate now have too many Standing Committees?
(14)

Should relatively inactive Committees be abolished?

If so, could the occasional business transacted by these inactive Committees be consigned to ad hoc Committees?

Should an individual's election to the Senate be burdened by the likelihood of having to chair a Standing Committee?

Correspondingly, is it necessary or even desirable that Committee chairs be selected from among the elected members of the Senate?

As to whether the Senate has too many Standing Committees, the answer is probably yes. Chart C in the Appendix to this Report ranks the existing Committees in terms of "passed resolutions" they have sponsored over the last ten years. By this measure, five Committees can be described as "high yield," six "medium yield," and four "low yield." (Two other low-yield Committees have recently been discontinued.)

The sponsorship of successful resolutions, however, is not the sole measure of a Committee's usefulness. Because some Committees, like that of Student Financial Aid, appear to be engaged in low-profile but nonetheless important "operational" activities, we became increasingly reluctant to single out any Committee for extinction, except that of Fiscal Planning and Budgeting whose function we are recommending be transferred to the Executive Committee.

At the same time, we found evidence that some Standing Committees may have generated make-work resolutions, perhaps to justify their continuance. Resolutions of appreciation, for example, scarcely put to good use the faculty time required to call a meeting into session. In a more general

way, we concluded that the Senate's reputation was not enhanced by the continuance of Committees perceived to be dormant.

Our information about these medium- and low-yield Committees remains fragmentary and largely based on hearsay. Nor is the documentary trail they have left conclusive as to their worth. Short of undertaking a full-scale study of each of these Committees, for which we have neither the time nor the resources if we are to meet the Senate's deadline for our Report, we urge that each of these medium- and low-yield Committees be examined for its past record of accomplishment, the potential of its charge, and its prospects for the future.

This examination of Standing Committees, we believe, should be assigned to a new Permanent Subcommittee on Committees, which should also be charged to assist the Executive Committee in its annual presentation of nominees for election to Standing Committees. (We note, parenthetically, that the Executive Committee has always served as the Senate's committee on committees, its members spending many hours making up lists of nominees for committee membership from the names of Faculty who volunteer. Such activity, we believe, has diverted the Executive Committee from more important business. Moreover, the enlarged role for the Executive Committee which the recommendations of our Report envisions suggests that it be relieved of the routine aspects of this burden.)

To accomplish both of these ends, we recommend that the Executive Committee appoint a Permanent Subcommittee on Committees, not necessarily from its own membership, whose function shall be:

- (a) to begin at once to review the purposes, accomplishments, and utility of those Standing Committees perceived to have been of low- or medium-yield in their contributions to Faculty governance; to show cause at the Senate meeting of _____, as to why and under what new charter, if necessary, certain Committees should be continued or, alternatively, discontinued; and to maintain a continuous review thereafter of the desirability of retaining any Standing Committee which the Permanent Subcommittee believes has lost its utility; and
- (b) to assist the Executive Committee in preparing lists of nominees for election to membership on Standing Committees of the Faculty Senate.

(We leave open, at this time, the question of how much of the language of the foregoing charge ought to be written in to the Faculty Organization Plan.)

To accord the Senate flexibility in the reform of its Committee system, we also recommend that the Senate Bylaws be amended in such a way as to retain intact the Faculty's right to be consulted in those areas of University governance which are designated by the names of Senate Standing Committees while permitting the Senate the option, from year to year, of activating these Committees, or allowing them to be dormant.

Special Committees and Committee Chairmanships

Our Committee discussed at great length the merits of what we came to call "adhockery." We found that a good argument could be made for coupling a reduction in the number of Standing Committees with a change in the Faculty Organization Plan that would encourage the Senate to make more frequent use of special, or ad hoc, committees. Thus, if an issue arose that required intensive study, the Senate might assign it to a committee of Faculty selected for their expertise and get a better result than if that issue were handed either to one of the already-overloaded Committees (like ASPP, PEAFF, or Educational Policy), or to a Committee that was nearly moribund. But because the Senate already practices such expedients, we saw no need to foster them by recommending changes in the Faculty Organization Plan. We also pass along the warning, often heard, that to place too great a reliance on Special Committees might lessen the prestige of existing Standing Committees. We do note, however, that if certain traditional areas of Faculty interest are left uncovered by the discontinuance of low-yield Standing Committee, the election of Special Committees may become a more frequent means of bridging the gaps.

The interlocking nature of our recommendations is perhaps best illustrated by the issues we encountered when we approached the question: Should an individual's election to the Senate be burdened by the likelihood of having to chair a Standing Committee?

A Senate whose 26 members are expected to chair 14 Committees (recently 16) presents a prospect of chairing duties which, we felt, may have deterred some Faculty from standing for election. Moreover, the difficulties of matching newly-elected Senate members with the Committee chairmanships they wanted, or were fitted for, or were not already held by an incumbent, suggested that the Senate might be encouraged to reach outside its elected membership for chairs whose experience and expertise would better fit the leadership needs of its rather specialized Committees.

Although we found considerable support for the selection of Non-Senate-Member Chairmen, we were ultimately persuaded that we should not--indeed, need not--recommend such innovation. Should not, because a Committee Chair who is not a member of the Senate clearly has neither the credentials nor kinds of access to Senate machinery that an elected member enjoys and is able to make effective. Need not, because the weeding-out of low-yield Committees that we anticipate will mean fewer chairmanships; and because the enlargement of the Senate's over-all membership (see recommendation to follow) will proportionately reduce an individual member's liability for chairing a Committee. Moreover, that the Senate already resorts on occasion to the election of "acting" chairmen from outside its membership would seem to make this a non-issue.

Senate Size and Distribution of Seats

Arguments for enlarging the membership of the Faculty Senate tend to be practical or political rather than compelling. They have to do, as already noted, with keeping the size of an enlarged Executive Committee commensurate with the size of the parent body, and with reducing proportionately the individual member's liability for a Committee chairmanship. Of major consideration, however, is the perceived need to reallocate Senate seats to reflect changes in the relative sizes of Faculty populations over the past 20 years. We early agreed that to reassign seats within the present total of 26 would result in a numerical loss of representation that might be harder for some Faculties to accept than would be the percentage loss of representation that would result from simply adding seats for schools that have grown in Faculty. Our proposal, then, envisions adding seats for some School faculties but not reducing the number of seats for any of them.

To put Senate representation more nearly in line with size of Faculty inevitably calls attention to the anomalous position of the School of Medicine and Health Sciences. The Medical Faculty have always greatly outnumbered those of other schools (presently about 500). Just as in the past it has not been felt necessary to accord Senate seats to the Medical Faculty proportionate to their numbers, the enlargement we propose retains only nominal representation (3 seats) for that Faculty. The reality that the Medical Faculty have their own Senate, and that they tend to conduct an academic operation which is often excepted from,

rather than included in, the policy recommendations of the Faculty Senate indicates that what has been a token representation in the past need not be changed.*

Chart D in the Appendix of this Report offers statistical support for the manner in which we propose Senate membership be enlarged. Accordingly, we recommend that the membership of the Faculty Senate be increased by the addition of two seats each for the Columbian College of Arts and Sciences, and the School of Government and Business Administration, and by the addition of one seat for the School of Engineering and Applied Science.

This recommendation, if acted upon, would raise Senate membership from 26 to 31. With the exception of Columbian College, which remains under-represented, the number of Senate representatives we propose for each divisional unit very nearly corresponds to that unit's percentage of the total Faculty (not including that of the Medical School):

CCAS:	303 faculty or 53% of total faculty;	11 seats or 34% of Senate seats
SGBA:	97 faculty or 17% of total faculty;	5 seats or 16% of Senate seats
SEHD:	51 faculty or 9% of total faculty;	3 seats or 9% of Senate seats
SEAS:	72 faculty or 13% of total faculty;	4 seats or 13% of Senate seats
NLC:	47 faculty or 8% of total faculty;	3 seats or 9% of Senate seats

We note that the single seats already assigned to the School of Public and International Affairs and to the Graduate School of Arts and Sciences are usually held by persons who are also members of Columbian College departments. Although these persons represent separate and discrete constituent interests, their Columbian College affiliation would seem to ameliorate that School's under-representation.

* Although such quantitative components as student enrollments and numbers of part-time Faculty might have been counted in the re-allocation of Senate seats, we felt that using the numbers of fulltime Faculty as a data base more nearly conformed to the traditions of University governance. In addition, our recommendation to enlarge Senate membership retains the tradition of having the status of an established principle, that no Faculty should occupy a majority of seats in that body.

Continuity vs. "New Blood" in Senate Membership

By a three-to-one majority Faculty who returned questionnaires felt that a limit of two consecutive terms should be placed on an individual's election to the Senate. What this majority supported, in effect, was to return to the limitation that was abandoned in 1976. Then as now, the rationale for a two-term limit (four years in all) is to encourage more Faculty to participate in University governance or, conversely, to discourage the election of the same persons year after year.

Our follow-up interviews revealed how mistaken our Committee might have been to have based a recommendation on questionnaire-responses alone. The point was made in interviews that various Faculties view Senate service quite differently. Whereas some Faculties might see positive merit in limiting re-election, others find it difficult to persuade colleagues to serve or are content to re-elect those whose past service has proved satisfactory. To accommodate these differing perceptions, we concluded that any limitation on the number of consecutive terms an individual might serve in the Senate should be left to "local option." We recommend, therefore, that Article III. of the Faculty Organization Plan be amended to allow the several Faculties the option of placing restrictions on the number of consecutive terms to which their Senate representatives might be elected.

Respectfully submitted,

Peter P. Hill

Professor Peter P. Hill, Chairman
Special Committee on
Senate Self-Study (Governance)

Committee Members:

Marie M. Cassidy, Professor of Physiology
Edward Della Torre, Professor of Engineering
Lillian F. Robinson, Professor of Art
David J. Sharpe, Professor of Law
Christopher W. Sten, Associate Professor of English
Edwin L. Stevens, Professor Emeritus of Speech

CHART A

Showing the responses of 99 faculty to an "issues" questionnaire
(This questionnaire was sent to the 300 faculty
who have served on Committees of the Faculty
Senate during the past ten years.)

Future issues most requiring Senate attention

faculty devel. & rsch:	
faculty grievances:	
budget matters:	
academic freedom:	
faculty salaries:	
faculty appmnts. & promotns.:	
stu. discipl. & acad. stndrds:	
fac. rel. with admin.:	
teaching load policies:	
unionization:	

Past issues best served by senate

faculty devel. & research:	
faculty grievances:	
budget matters:	
academic freedom:	
faculty salaries:	
faculty appmts. & promotns.:	
stu. discipl. & acad. stndrds:	
fac. rel with admin.	

Past issues least well served by Senate

faculty devel. & rsch:	
faculty grievances:	
budget matters:	
academic freedom:	
faculty salaries:	
faculty apptmts. & promotns.:	
stu. discipl. & acad. stndrds:	
fac. rel. with admin.:	
teaching load policies:	

CHART B

Showing the responses of 324 faculty to a questionnaire
(This questionnaire was sent to the 420 faculty
who have not participated in Senate governance
during the past ten years.)

Future issues most requiring Senate attention

faculty devel. & rsch:	
faculty grievances:	
budget matters:	
academic freedom:	
faculty salaries:	
faculty appmnts. & promotns.:	
stu. discipl. & acad. stndrds:	
fac. rel. with admin.:	
teaching load policies:	
unionization:	

For issues affecting faculty, which source is most informative?

The Hatchet:	
Senate Minutes:	
Assembly Minutes:	
The Monday Report:	
memos from chairman:	
memos from dean:	
other:	

The Senate deals with important faculty issues:

almost always:	
usually:	
sometimes:	
seldom:	

"Reading" of Senate Minutes, characterization of:

always read thoroughly:	
almost always read thoroughly:	
usually read only Resolutions	
usually scan quickly:	
seldom or never read:	
other:	

Chart C
Passed Resolutions of Senate Standing Committee Origin

1974-1985

High Yield		
Executive Committee		44
Educational Policy		12
Appt., Sal., Prom.		11
Professional Ethics		8
Joint Committee		8
Medium Yield		
Admin. Matters		5
Public Ceremonies		5
Library		5
Athletics		4
Physical Facilities		4
Student Financial Aid		4
Low Yield		
Admissions (defunct)		1
Fiscal Planning		3
Research		3
University Objectives (defunct)		2
Univ./Urban Affairs		2
Univ. Dev./Resources		1

Chart D

Size of Faculties and Senate Representation

	Number of Faculty	% of total Fac. exclusive of Med. School	Present level of Senate Representation	Proposed Level of Senate Representation
CCAS	303	53%	9 (35%)	11 (34%)
SGBA	97	17%	3 (11.5%)	5 (16%)
SEHD	51	9%	3 (11.5%)	3 (9%)
SEAS	72	13%	3 (11.5%)	4 (13%)
NLC (law)	47	8%	3 (11.5%)	3 (9%)
SMHC (med)	500	-	3 (11.5%)	3 (token) (9%)
SPIA (negligible)		-	1 (4%)	1 (token) (3%)
GSAS (negligible)		-	1 (4%)	1 (token) (3%)
			<hr/> 26 (100%)	<hr/> 31 (100%)